**K-5 ELA Lesson Plan**

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| **Teacher:**  **Mrs. E. Dunbar** | | **Grade:**  **First Grade** | | | **Date(s)**: Task 1  Week 1 3-4 Days |
| **Unit Title: Wanted! A Few Good Friends** | | | **Corresponding Unit Task: 1** | | |
| **Essential Question(s):**  **Why is it important for good readers, writers, and listeners to remember the important details when retelling a story?**  **Why is it important for us to give others the opportunity to speak when we are sharing ideas?**  **How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Construction Paper (Red)**  **Scissors**  **Book: How to Lose All of Your Friends**  **Pencils**  **Crayons**  **Paper** | | | | **Friendship**  **Citizenship**  **Rules**  **Manners**  **Respect**  **Team Work**  **Main Idea**  **Details**  **Conclusion**  **Punctuation Marks**  **Retell**  **Graphic Organizer** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled   **X Shared**  Guided Practice  Independent | **Reading**  **Standards: RL.1.1, RL.1.2, SL.1.1**  **I Can Statement(s):**  **I can ask and answer questions**  **I can retell stories with details.**  **I can work together with others to tell about my experiences.**  **Instructional Plan:**  **Gather students in whole group circle for discussion about being good citizens. While talking the teacher will cut out 2 heart shapes from red paper. Tell them that each of us has a heart inside of us as we show them the heart that was cut out. Tell them that you want to talk about how we can make others feel good or bad and how hurtful words can be. Give them a few examples and go around the circle and have them tell about a time that someone hurt their feelings. As each child tells you their experience, fold (crumble) the heart. After everyone has spoken, you say, “All of those things hurt our feelings. Show the perfect heart. (un-crumble one) When we are born, we are born with a perfect heart without any blemishes or spots on them. As we grow people say and do hurtful things to us. Tell them that you are going to unfold the heart that was crumbled when each of you were talking and telling about hurt feelings. As I unfold, I want each of you to say something kind. When everyone has had a turn, pick up both hearts. Try to smooth it out as best you could. “As you see boys and girls this heart can no longer be perfect because it has been damaged by hurtful words. That is what happens when we say hurtful words to others.” Ask students to look at both of them. “Which one would you rather have?” Have students to make a pledge by signing the perfect heart that they will use kind words as they go about each day in the classroom. Read, How to Lose All of Your Friends.** **Discuss how one can lose their friends. Place responses in a graphic organizer. Write these responses in the crumbled heart. Display both hearts throughout the year and refer to them occasionally. Have students create rules for being a good friend.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   **X Shared**   * Guided Practice   **X Independent** | **Writing**  **Standards: W. 1.3, L.1.1a.j, L1.2 a,b,d,e, SL. 1.5, SL.1.6**  **I Can Statement(s):**  **I can print upper/lowercase letters.**  **I can use a capital letter at the beginning of the sentence.**  **I can write sentences about my thoughts and feelings.**  **I can write details about my thoughts and feelings.**  **I can add drawings to describe my thoughts and feelings.**  **I can use a punctuation mark at the end of sentences.**  **Instructional Plan:**  **Teacher will begin a story about how to be a friend. Ask students to help to complete the story of how to be a friend. Student will add to story by writing responses or dictate as teacher writes. Thereafter, Students will be asked to write their own story about how to be a good friend. Discuss the importance of beginning the sentence with a capital letter and ending with a punctuation mark.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   **X Guided Practice**  **X Independent** | **Word Study**  **Standards: SL.1.5**  **I Can Statement(s):**  **I can add visual displays to show meaning of words.**  **Instructional Plan: Divide students in groups of 3 or 4. Introduce the vocabulary words that have been discussed in the text. Give each group a word and ask them to think of a way to act out what the word means. With the support of the teacher moving from group to group make sure the students understand the meaning and have them to act it out. Have other students guess the word meaning.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared   **X Guided Practice**   * Independent | **Speaking & Listening**  **Standards: SL.1.1**  **I Can Statement(s):**  **I can listen to others with care.**  **I can speak one at a time.**  **I can participate in discussions.**  **Instructional Plan: Refer back to the book, How to Lose All of Your Friends, the teacher will invite students to discuss ways we can meet and keep new friends.** | | | | |
| **Closing/Summarizing Strategy** | **Add ideas of meeting and keeping new friends to a graphic organizer.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Have students to make an acrostic poem about FRIENDS.** | | **Invite students to look through magazines, pictures, and calendars to find pictures related to friendship.** | | | **Draw and write about how a friend looks, sounds, and acts.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): The writing product will be the assessment.** | | | | | |
| **Teacher Reflection:** (Next steps?)  My next step will have students observe how to lose friend and how to keep friends. Now we will create our class rules. What rules do you think will help our class to run smoothly every day and keep everyone happy? Day 2 | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*